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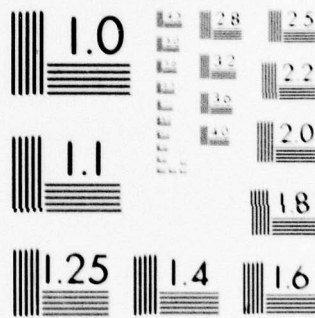
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METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA



VOLUME XII

05B RADIO SPECIALIST SPECIAL FORCES (RUSSIAN)

A study conducted under contract number
DAAG39-77-C-0197
for

The Defense Language Institute Foreign Language Center

May 1979

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METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA

VOLUME XII.

05B RADIO SPECIALIST SPECIAL FORCES (RUSSIAN) •

Contract Monitor

Francis A. Cartier, DLIFLC

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10

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Development & Evaluation Associates, Inc.
Syracuse, New York

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FINAL REPORT OF RECOMMENDATIONS

Monitoring Agency:

HARRY DIAMOND LABORATORIES
2800 Powder Mill Road
Adelphi, MD 20783

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Controlling Agency:

DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER
Presidio of Monterey, CA 93940

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05B RADIO SPECIALIST, SPECIAL FORCES

The Special Forces 05B Radio Specialist has a wide range of duties requiring a number of specialized skills. A foreign language skill is required in the performance of some of his duties and tasks.

Language Requirements

The Special Forces 05B Radio Specialist uses language in face-to-face conversation for basic survival, social intercourse with members of the G Force, instructing, and advising. Aside from immediate survival language, the capability to communicate as an instructor and advisor is paramount.

As an advisor/instructor, the 05B Radio Specialist tailors the content, organization, and training or briefing techniques to meet the characteristics of his group. When training communications security officers or communications technicians, the 05B makes liberal use of schematics, TO/Es, and line drawings. Platform lectures and formal briefings are the exception; not the rule.

Communicative Tasks

The priority job tasks requiring language are concerned with briefing commanders on their responsibilities for communication security and training other G Force members in communications methods, factors, and nets. These job tasks use two communicative activities: "BRIEFS" and "TEACHES".

"BRIEFS" covers both information and decision briefings. In an unconventional warfare environment these briefings are much less formal than in a traditional military or governmental setting. Much of any briefing tends to be memorized prior to delivery. In the case of Special Forces, a number of questions, answers, concerns, and explanations can be expected. "TEACHES" probably demands

a slightly higher capability with language because of the number of verbal interactions that occur during training and the need for explanatory clarity about technical subjects. These two communicative activities, "BRIEFS" and "TEACHES" form the basic organizational scheme for the Enabling Objectives (EOs). When the Terminal Skill Objectives (TSOs) are mapped on the EOs, either "BRIEFS" or "TEACHES" provide organized and developed communicative strategies leading to mastery of the specific TSOs.

Language Functions

The language functions critical to communicative task performance are referenced in the TSOs and the EOs. Example elements in Russian are listed in the Russian Functions Catalog.

#

TASK SCENARIO

Advice to the commander and his staff

The student will play the role of an advisor. He will be speaking to a commander and his staff. He will tell them about the responsibilities of the commander and his staff with respect to communication.

SECURITY

Constant analysis and evaluation of communications is absolutely necessary.

Methods of communications must be changed to meet operational priorities.

Whenever possible, electronic methods of communication are not used.

Radios and telephones are rarely used. Commanders must assume that the enemy intercepts every signal.

SYSTEMS OF COMMUNICATIONInternal Communications

Direct communication between all groups is not possible.

Direct communication, for security reasons, is not desirable.

KEY TERMS
Vocabulary Items

Совет командир и его личному составу штаба

Обеспечение скрытности работы средств связи постоянный анализ и оценка связи

средства связи порядок срочности

когда возможно, электрические средства связи

радио телефоны предполагать, что противник перехватывает каждый сигнал

Системы связи

внутренняя связь

непосредственная связь

обеспечение

FUNCTIONS
Major Descriptors

5.5.1 introduce oneself
3.7 express intention
6.2 sequence communication
6.3 refocus/adjust communication
1.1 identify state factual information
1.2

3.10 importance

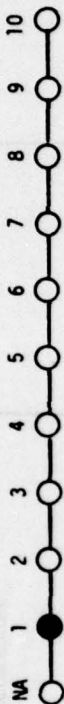
1.1 identify
1.2 state factual information

COMMENTS
Culture/References/Supplements

The student will gain attention.

The student will state the reason/ need for a COMSEC briefing.

The student will provide background on systems of communication. (Direct communication should never be used, if the unit is to maintain its operations.)



T.02

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TASK SCENARIO

KEY TERMS Vocabulary Items

FUNCTIONS Major Descriptors

COMMENTS Culture/References/Supplements

Direct communication is difficult because of:

physical distance
separate activities
Limited means of communication

Commanders should use messengers, visual signals, and audible signals.

Operations and coordination are done at periodic meetings or visits.

Auxiliary Groups

Auxiliary groups are freer than guerrilla forces.

Auxiliary groups are highly compartmented. Therefore, communication with them is difficult at the command level.

Auxiliary groups can establish courier routes and provide courier service.

Underground

There should be only limited contact with the underground at the command level.

Those who work in the underground are always worried about all forms of security.

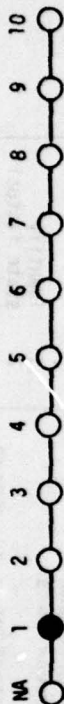
External Communications

Control and support. Special Forces will supply these. Special Forces will ensure supplies and

The student must be able to explain all technical terms by providing simple definitions, giving examples and non-examples, and making comparisons.

Auxiliary groups are freer in movement only. Communication is usually impossible or forbidden, not just difficult

подпольные ячейки - underground cells



TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>assistance.</u></p> <p><u>Link-up communications.</u> After the area is in friendly hands, radiotelephone will probably be used to coordinate tactical operations.</p> <p><u>Radiocommunications.</u> Still the commander must assume that the enemy intercepts every signal.</p> <p><u>Preparation and supervision of training programs.</u></p> <p>(The student will brief the commander and his staff on a communications program and training.)</p> <p><u>COMMUNICATIONS PROGRAM</u></p> <p>The communications program should use <u>messenger, visual, and audible signals</u> only.</p> <p>The communications network should follow a <u>chain of command.</u></p> <p>The communications officer will be <u>busy</u> and should have no other <u>duties.</u></p> <p>The commander is always responsible for <u>security.</u> His communications officer should be a most <u>trusted person.</u></p>	<p>помощь</p> <p>соединительная связь</p> <p>радиотелефон</p> <p>радиосвязь</p> <p>подготовка и контроль</p> <p>тренировки</p> <p>программа связи</p> <p>посыльные</p> <p>зрительные сигналы</p> <p>звуковые сигналы</p> <p>командные инстанции</p> <p>начальник связи</p> <p>занятый обязанностями</p> <p>ответственный за обеспечение (охранения)</p> <p>благонадежный</p> <p>программа подготовки</p> <p>обеспечение</p> <p>посыльные, зрительные, и звуковые системы</p>		<p>The student will provide information on <u>communications programs.</u></p> <p>Audible signals are rarely desirable.</p>
<p><u>TRAINING PROGRAM</u></p> <p>The training program should stress:</p> <p><u>security messenger, visual and audible systems</u></p>			

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>organized cells and the chain of command</p> <p><u>MONITORING THE COMMUNICATIONS NET</u></p> <p>The commander is responsible for constant monitoring of the communications net. Loose talk is dangerous. Enemy agents try to get into the communications system first.</p>	<p>организованные ячейки и командные инстанции</p> <p>следить за работой сети связи</p> <p>болтливость</p> <p>тайный агент</p>	<p>4.5 warnings</p>	<p>The student will provide guidance on <u>monitoring</u>.</p> <p>*This is an information briefing. The student will give a brief summary and answer five questions.</p>

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes 1.2 state factual information	2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.12.1 difficulty 2.12.2 ease 2.13 belief/opinion	3.1.1 pleasure/liking 3.1.2 displeasure/disliking 3.2.1 satisfaction 3.2.2 dissatisfaction 3.7 intention 3.10.1 importance 3.10.2 unimportance/indifference	4.1 suggests 4.2 requests 4.5 warnings 4.7 corrections		6.1.2 acknowledge interruptions 6.2 sequence communications 6.3 refocus and/or adjust communication 6.9 request questions and/or comments

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	advice	совет	<input checked="" type="checkbox"/>	coordination	взаимодействие
<input checked="" type="checkbox"/>	assistance	помощь	<input checked="" type="checkbox"/>	carrier routes	курьерский маршрут
<input type="checkbox"/>	assume	предполагать/предположить	<input checked="" type="checkbox"/>	courier service	курьерская служба
<input checked="" type="checkbox"/>	audible signals	звуковые сигналы	<input checked="" type="checkbox"/>	direct communication	непосредственная связь
<input type="checkbox"/>	audible system	звуковая система	<input checked="" type="checkbox"/>	distance	дистанция, расстояние
<input checked="" type="checkbox"/>	auxiliary groups	вспомогательные группы	<input checked="" type="checkbox"/>	electronic methods	электронные средства
<input checked="" type="checkbox"/>	be highly com- partmented	жить совершенно изолированно от других отделов	<input type="checkbox"/>	evaluation	оценка
<input type="checkbox"/>	busy	занятый	<input checked="" type="checkbox"/>	external communica- tions	внешняя связь
<input checked="" type="checkbox"/>	chain of command	командные инстанции	<input checked="" type="checkbox"/>	guerrilla forces	партизанский отряд
<input type="checkbox"/>	command level	командная инстанция	<input checked="" type="checkbox"/>	intercept	перехватывать
<input checked="" type="checkbox"/>	commander	командир	<input checked="" type="checkbox"/>	internal communica- tions	внутренняя связь
<input checked="" type="checkbox"/>	communications	начальник связи	<input type="checkbox"/>	limited contact	ограниченное соприкоснове- ние
<input checked="" type="checkbox"/>	officer	программа связи	<input checked="" type="checkbox"/>	limited means	ограниченные средства
<input type="checkbox"/>	communications	постоянный анализ	<input type="checkbox"/>	link-up communica- tions	соединительная связь
<input type="checkbox"/>	constant analysis	управление	<input type="checkbox"/>	loose talk	болтливость
<input checked="" type="checkbox"/>	control	контроль тренировки	<input checked="" type="checkbox"/>	messenger system	посылная система

LPM Vocabulary Indices for ISO No. 05B.SF / S.3.01 / RU

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	messengers	посыльные	<input checked="" type="checkbox"/>	security	охранение
<input checked="" type="checkbox"/>	methods of communication	средства связи	<input type="checkbox"/>	separate activities	отдельные действия
<input checked="" type="checkbox"/>	monitor the communications	следить за работой сети связи	<input type="checkbox"/>	staff	личный состав штаба
<input type="checkbox"/>	net		<input checked="" type="checkbox"/>	supplies	снабжение
<input type="checkbox"/>	operation	операция	<input checked="" type="checkbox"/>	support	поддержка
<input type="checkbox"/>	operational priorities	порядок срочности	<input checked="" type="checkbox"/>	system of communication	система связи
<input checked="" type="checkbox"/>	organized cells	организованные ячейки	<input type="checkbox"/>	telephone	телефон
<input checked="" type="checkbox"/>	preparation	подготовка	<input checked="" type="checkbox"/>	training program	программа подготовки
<input checked="" type="checkbox"/>	radio	радио	<input checked="" type="checkbox"/>	underground	подпольная организация, подполье
<input checked="" type="checkbox"/>	radio communications	радиосвязь	<input checked="" type="checkbox"/>	visual signals	зрительные сигналы
<input checked="" type="checkbox"/>	radiotelephone	радиотелефон	<input type="checkbox"/>	visual system	зрительная система
<input checked="" type="checkbox"/>	responsible for security	ответственный за обеспечение	<input type="checkbox"/>	work in the underground	работать в подполье
<input type="checkbox"/>	secret agent	тайный агент	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	security	безопасность	<input type="checkbox"/>		
<input type="checkbox"/>	security	обеспечение	<input type="checkbox"/>		

TSO Map

TSO 05B.SF / S.3.01 / RU

RECOMMENDED TRAINING SEQUENCE

NA ① 2 3 4 5 6 7 8 9 10

SEQUENCE TYPE

☒ linear

☐ hierarchical

☐ solitary

PRIMARY DECISION FACTOR

☒ job criticality

☐ dependent relationship

☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Brief S.3/1-6

Functions Catalog: Russian

Rolebooks: Advisor (Russian)

Special Vocabulary: See TSO 05B.SF/S.3.01/RU: T.04

Technical Documents: FM 31-21 Special Forces Operational

Techniques:

DESIRED ENTRY BEHAVIOR

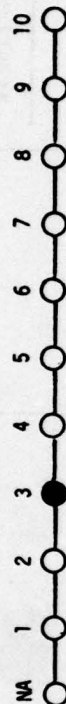
"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

M.01

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "BRIEF"

<p>STATING THE PROBLEM (NEED OR REASON) Gain attention 3.7/5.1/5.5.1/6.1.1/6.2/6.3 Clarify/State the problem 1.1/2/2.1.1/2.1.2/2.6/2.7.1/ 2.7.2/2.11/3.10.1</p>	<p>RECOMMENDING REQUIRED ACTIONS 4.1/4.4/4.5/4.7/2.4.1/2.4.2/ 2.5.1/2.5.2/2.12.1/2.12.2/2.13/ 3.2.1/3.2.2/3.11</p>
<p>INTRODUCING KEY TERMS Define required terms 1.1/2/2.6 Provide special definitions 1.1/1.2</p>	<p>PROVIDING COMMUNICATIVE GUIDANCE Encourage questions 6.9 Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/ 2.5.2/2.7.1/2.7.2/2.12.1/2.12.2/ 2.13/3.5/3.9.1/3.10.1/3.10.2 Monitor presentation 6.4/6.5/6.7 Acknowledge emotional attitudes 3.1.1/3.1.2/3.3.2/3.10.1/ 3.10.2 Provide supportive correction; recommend; caution 2.10.1/2.10.2/3.2.1/4.7/4.1/4.2/ 4.4/4.5 Close 5.10</p>
<p>REPORTING FINDINGS AND/OR BACKGROUND INFORMATION Order events chronologically 1.1/1.2/6.2 Order events according to significance 1.1/1.2/2.6/2.8/2.13/3.2.1/ 3.10.1/3.10.2/6.2</p>	
<p>LISTING ALTERNATIVE SOLUTIONS Report optimal alternative 1.1/1.2/2.5.1/2.6/3.2.1/3.6/ 3.9.1 Report other alternatives 1.1/1.2/2.5.1/2.5.2/3.2.1/3.2.2/ 3.9.1/3.9.2</p>	



T.02

Page 1 of 7

TASK SCENARIO

Selecting Methods of Communication

Good day. I am your instructor for this lesson. My name is _____.

Now we are going to talk about communications. We must decide what means of communication are best for our area of operations. There are five methods of communication available to us within the Guerilla force:

Messenger CommunicationWire CommunicationsVisual SignalsSound SignalsAnimals

Two additional methods that we can use are the radio and local communication systems.

Communications within our area will

KEY TERMS

Vocabulary Items

коммуникация ; связь

средства связи
организация связи

связь посыльными

проводная связь

зрительная сигнализация

звуковая сигнализация

животное

способ, метод

радио местная система
коммуникации

FUNCTIONS

Major Descriptors

5.1 greet
5.5.1 introduce
oneself3.7 express
intention6.2 sequence
communications

COMMENTS

Culture/References/Supplements

The student will gain the attention of the group.

The student will attempt to motivate the group.

The student will follow the steps in the Enabling Objectives sequence (see EO C.8.1 thru C.8.4).

Animals are probably not a good idea. They are, however, a possible option.

TASK SCENARIO

KEY TERMS
Vocabulary ItemsFUNCTIONS
Major DescriptorsCOMMENTS
Culture/References/Supplements

depend on a number of things: the size of our Guerilla force; the activities of the enemy force; and our proficiency with the various methods of communication.

Messenger

The primary method of communication for a Guerilla force is the messenger.

The messenger has five advantages:

A messenger is very good security against security violations. This means that the other forces cannot intercept our signals easily.

A messenger can memorize messages.

A messenger can carry a clean text.

The text does not have to be in code.

Therefore, the message can be sent quickly.

A messenger can carry several messages

at one time for different units or missions

численность

специальная подготовка

посыльный

преимущество

хорошая защита от
нарушения обеспечения

перехватывать

заучивать наизусть

текст

за кодированный

1.1 identify
state factual
information

6.1.1 interrupt

1.1 identify
1.2 state facts

2.5.1 capability

Supplementary vocabulary

comm officer начальник связи

comm platoon взвод связи

message center пункт сбора, ПК

message relay point промежуточный
пункт связи

comm net сеть связи

counter intelligence контрразведка

countersign пароль, пропуск

supply service служба снабжения

supply system система снабжения
разведывательная

intelligence service служба

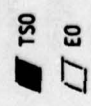
intelligence obtained разведкой
материал добытый

intelligence net сеть связи

intelligence net органов разведки

security безопасность, охранение

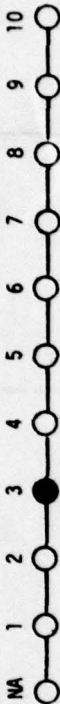
security measures меры обеспечения



TASK SCENARIO

The messenger is a secure means of communication. Security is the most important consideration. The radio, although faster than a messenger, is more easily compromised. It is not as secure. The radio can be intercepted or jammed by the other forces. The advantage of speed must be balanced against the criticality of security. When we do use the radio, we must consider the kind of text and how long it will take the enemy to react, if they intercept it. For example, just before a raid a message may be intercepted by the enemy, but the enemy would not have enough time to react effectively. Another problem with the radio is training and maintenance. Personnel must be trained to use the radio. Spare parts and batteries are

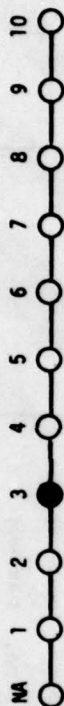
KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
способ связи, средства связи		radio net радиосеть
срывать, компрометировать		countermeasure противомера
перехватывать		grid system сеточный контур
создавать активные радиопомехи	4.5 warnings	monitor (radio) включаться в радиосеть для проверки применима,
		подслушивать радио-передачи,
радиодонесение		вести радиоперехват
подготовка	4.6 instructions/directions/commands	
техническое обслуживание и ремонт		
запасная деталь		
батарея		
запасная часть		



TASK SCENARIO

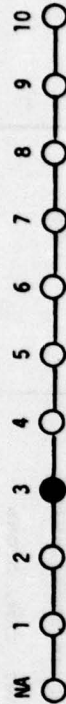
KEY TERMS
Vocabulary ItemsFUNCTIONS
Major DescriptorsCOMMENTS
Culture/References/Supplements

often hard to get. <u>Wire Communications</u> Early in our Guerilla operations the telephone can be used extensively. Between an outpost and the base command is an example. During an ambush the telephone can be used to warn of an approaching convoy or train. This particular phone can be used with a single metallic conductor connecting a section of barbed wire fence, an unused telephone line, or even a railroad track can serve as a conductor. The conductor must be insulated from the ground. The other terminal must be connected to a good ground connection (grounded). The use of field phones is safe. On the other hand, the use of the local telephone is not safe. If you have to use the local	проводная связь проводочный связь боевое охранение базовое командование предупреждать колонна, (поезд) проводник колючая проводочная линия рельс, рельсовый путь путь изолирован заземленный полевой телефон без- пасный общественный телефон	6.1.1 interrupt 1.1 identify 1.2 state factual information 2.5.1 capability	routine repairs текущий ремонт preventive maintenance профилактический ремонт technical training техническая выучка, техническая подготовка telephone buzzer телефонный зуммер telephone headset телефонный шлем headset наушники telephone wire телефонный провод телефонист telephone operator телефонистка telephone message сообщение по телефону telephone call вызов по телефону telecommunications электросвязь дальняя связь circuit цепь, линия (связи) receiving circuit цепь поступающего вызова transmitting circuit цепь послышки вызова wire cutter ножницы для резки проволоки wire laying прокладка линии wire telephone проводочный телефон wire system проводочная сеть связи,
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TASK SCENARIO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
telephone system, your <u>conversations</u> must sound innocent.	беседа	6.1.1 interrupt	signal flag сигнальный флаг, флажок
<u>Visual Signals</u>	зрительная сигнализация	1.1 identify	signal сигнал, знак
<u>Visuals signals</u> can be used in many ways.	зрительный сигнал	1.2 state factual information	signalman сигнальщик
Use your <u>imagination</u> . Planning for visual signals is the important part. <u>Flashlights</u>	карманный фонарь		signal gun ракетный пистолет
and <u>flashlight signals</u> can be used at night. Sunlight reflected from a <u>mirror</u>	сигнал ручным фонариком		signal lamp сигнальная лампа
by day. Flashing lights, however, require the learning of a <u>signal code</u> or set of signals. Another use of visual signals can be as simple as a <u>housewife</u>	зеркало		smoke signal дымовой сигнал
arranging <u>clothes</u> on a <u>clothesline</u> in some <u>predetermined signal</u> to serve as a <u>warning signal</u> . <u>Light</u> , <u>smoke</u> , <u>fire</u> ,	таблица связи		The student must be able to explain all technical terms, by providing simple definitions, giving examples and non-examples, and making comparisons.
or a person walking along a road at a specified time. Normal actions are the guide to using visual signals.	хозяйка		
	белье бельевая веревка		
	условный сигнал, предупредительный сигнал		
	сигнал оповещения		
	свет, дым, огонь		



TASK SCENARIO

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>флажок</p> <p>семафор</p>	<p>1.1 identify state factual information</p>	<p>signal code book <u>сигнальная книга</u></p>
<p>буква</p> <p>азбука</p>		
<p>азбука Морзе</p> <p>звуковая сигнализация</p>		
<p>звуковой сигнал</p>	<p>1.12.1 ease</p>	<p>security patrol <u>охраняющий дозор</u></p> <p>sentry <u>часовой</u></p>
<p>свистулька</p> <p>рожок</p>		
<p>ловушка, мина-сюрприз</p> <p>потери, ранение</p>		

Another method of visual signals is flags.
Signal flags are used for semaphore or WICWAG. Semaphore is a flag position code. The flags are held in different positions to indicate different letters of the alphabet. WICWAG is the method of sending Morse code by flags.

Sound Signals
Sound signals are an easy and efficient communication method. Particularly in a raid or ambush, whistles can be used to coordinate various actions in the objective areas. Horns are good warning devices. Another sound signal is the booby trap. The booby trap inflicts casualties upon the enemy as well as warning of enemy approach.



TASK SCENARIO

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>Animals</u></p> <p>Animals are also an effective method of communication. <u>Dogs</u> can be easily trained, they are dependable, and they can carry light loads. However, dogs are more likely to get caught or diverted than another animal--the <u>homing pigeon</u>.</p> <p>Homing pigeons require a few days to acquaint themselves with the new <u>loft area</u>. So if homing pigeons are used, our Guerilla base should be in one place for a fairly long period. Very <u>cold weather</u> also hampers the use of pigeons.</p> <p>These are the methods of communication available to us in our Guerilla environment. Now we shall be develop a plan to set up the most effective communication system for us.</p>	<p>животное</p> <p>собака</p> <p>голубь связи, почтовая голубь</p> <p>голубятня</p> <p>холодная погода</p>	<p>6.1.1 interrupt</p> <p>1.1 identify 1.2 state factual information</p> <p>4.5 warnings</p>	<p>Animals are rarely used.</p> <p>The student will provide a complete summary, and review main points.</p>

LPH Functional Indices for "Teaches"

1.00

Page 1 of 1

X11-20

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes 1.2 state factual information	2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.8 obligation 2.12.2 ease 2.13 belief/opinion	3.1.1 pleasure/liking 3.1.2 forgetting 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.7 intention 3.9.1 approval 3.9.2 disapproval 3.10.1 importance 3.10.2 unimportance/indifference	4.1 suggests 4.2 requests 4.5 warnings 4.7 corrections		6.1.2 acknowledge interruptions 6.2 sequence communication 6.3 refocus and/or adjust communication 6.9 request questions and/or comments

LPM Vocabulary Indices for TSO No. 05B.SF / C.8.01 / RU

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input type="checkbox"/>	advantage	преимущество	<input checked="" type="checkbox"/>	existing facilities	существующие средства
<input checked="" type="checkbox"/>	alphabet	азбука	<input checked="" type="checkbox"/>	field phone	полевой телефон
<input type="checkbox"/>	animal	животное	<input checked="" type="checkbox"/>	fire	огонь
<input type="checkbox"/>	barbed wire	колючая проволока	<input checked="" type="checkbox"/>	flag	флажок
<input checked="" type="checkbox"/>	base command	базовое командование	<input checked="" type="checkbox"/>	flashlight	карманный фонарь
<input checked="" type="checkbox"/>	battery	батарея	<input checked="" type="checkbox"/>	flashlight signals	сигналы ручным фонариком
<input checked="" type="checkbox"/>	booby trap	ловушка, мина-сюрприз	<input type="checkbox"/>	ground return	однопроводная линия
<input checked="" type="checkbox"/>	casualty	потеря		circuit	
<input type="checkbox"/>	clothes	белье	<input type="checkbox"/>	ground return	однопроводная связь
<input type="checkbox"/>	clothesline	бельевая веревка	<input checked="" type="checkbox"/>	circuits	
<input checked="" type="checkbox"/>	cold weather	холодная погода	<input checked="" type="checkbox"/>	grounded	заземленный
<input checked="" type="checkbox"/>	communication	связь, коммуникация	<input type="checkbox"/>	homing pigeon	голубь связи
<input checked="" type="checkbox"/>	compromise	срывать, компрометировать	<input type="checkbox"/>	homing pigeon	почтовый голубь
<input checked="" type="checkbox"/>	conductor	проводник	<input type="checkbox"/>	horn	рожок
<input checked="" type="checkbox"/>	conversation	беседа	<input type="checkbox"/>	housewife	хозяйка
<input checked="" type="checkbox"/>	convoy	колона	<input checked="" type="checkbox"/>	in code	за кодированный
<input checked="" type="checkbox"/>	countermeasures	противомеры связи	<input checked="" type="checkbox"/>	inherent security	свойственный обеспечение
<input checked="" type="checkbox"/>	defense	защита	<input type="checkbox"/>	insulated	изолированный
<input type="checkbox"/>	dog	собака	<input checked="" type="checkbox"/>	intelligence	разведка

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	intelligence net	сеть связи разведки	<input type="checkbox"/>	mirror	зеркало
<input checked="" type="checkbox"/>	international Morse code	международный код Морзе	<input checked="" type="checkbox"/>	Morse Code	азбука Морзе
<input checked="" type="checkbox"/>	intercept	перехватывать	<input checked="" type="checkbox"/>	outpost	боевое охранение
<input checked="" type="checkbox"/>	jam	создавать активные радиопомехи	<input checked="" type="checkbox"/>	predetermined	условный сигнал
<input checked="" type="checkbox"/>	letter (alphabet)	буква		signal	специальная подготовка
<input checked="" type="checkbox"/>	light	свет	<input checked="" type="checkbox"/>	proficiency	радио
<input checked="" type="checkbox"/>	local communication	местная система связи	<input checked="" type="checkbox"/>	radio	радиодонесение
<input checked="" type="checkbox"/>	local phone	общественный телефон	<input type="checkbox"/>	radio message	рельс, рельсовый путь
<input type="checkbox"/>	loft (for pigeons)	голубятня	<input checked="" type="checkbox"/>	railroad track	безопасный
<input checked="" type="checkbox"/>	maintenance	техническое обслуживание и ремонт	<input checked="" type="checkbox"/>	safe	нарушение обеспечения
<input checked="" type="checkbox"/>	means of communication	средства связи	<input checked="" type="checkbox"/>	security violation	радиосеть оповещения
<input type="checkbox"/>	memorize	заучивать наизусть		security warning	семафор
<input checked="" type="checkbox"/>	messenger	посыльный	<input checked="" type="checkbox"/>	net	таблица связи
<input checked="" type="checkbox"/>	messenger communication	связь посыльными	<input checked="" type="checkbox"/>	semaphore	сигнальные флажки
<input checked="" type="checkbox"/>	method	способ, метод	<input checked="" type="checkbox"/>	signal code	ракетный пистолет
			<input checked="" type="checkbox"/>	signal flags	сигнальные лампы
			<input checked="" type="checkbox"/>	signal gun	численность
			<input checked="" type="checkbox"/>	signal lamps	
			<input checked="" type="checkbox"/>	size	

LPM Vocabulary Indices for TSO No. 05B.SF / C.8.01 / RU

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input checked="" type="checkbox"/>	smoke	дым	<input checked="" type="checkbox"/>	wigwag	сигнализация флажками
<input checked="" type="checkbox"/>	sound signal	звуковой сигнал	<input checked="" type="checkbox"/>	wire circuits	линия проводной связи
<input type="checkbox"/>	sound signals	звуковая сигнализация	<input type="checkbox"/>	wire circuits	проводочные цепи
<input type="checkbox"/>	spare parts	запасная часть	<input checked="" type="checkbox"/>	wire communications	проводная связь
<input checked="" type="checkbox"/>	state of training	положение готовности	<input type="checkbox"/>	wounded	раненый
<input checked="" type="checkbox"/>	state of training	степень подготовки	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	supply net	система снабжения	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	telephone	телефон	<input type="checkbox"/>		
<input type="checkbox"/>	telephone earpiece	наушник, головной телефон	<input type="checkbox"/>		
<input type="checkbox"/>	telephone earpiece	раковина телефонной трубки	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	telephone line	телефонная линия	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	text	текст	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	train (military)	эшелон	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	training	подготовка	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	visual signal	зрительный сигнал	<input type="checkbox"/>		
<input type="checkbox"/>	visual signals	зрительная сигнализация	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	warn	предупредить	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	warning signal	предупредительный сигнал	<input type="checkbox"/>		
<input type="checkbox"/>	whistle	свистулька	<input type="checkbox"/>		

TSO Map

TSO 05B.SF / C.8.01 / RU

RECOMMENDED TRAINING SEQUENCE

NA 1 2 ③ 4 5 6 7 8 9 10

SEQUENCE TYPE

☒ linear

☐ hierarchical

☐ solitary

PRIMARY DECISION FACTOR

☒ job criticality

☐ dependent relationship

☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Teach C.8 / 1-4

Functions Catalog: Russian

Rolebooks: Instructor(Russian)

Special Vocabulary: See 05B.SF/C.8.01/RU: I.04

Technical Documents: FM 31-20 Special Forces Operational

Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

M.01

XII-24

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

INTRODUCING THE SUBJECT	PROVIDE COMMUNICATIVE GUIDANCE
Gain attention 3.7/5.5.1/6.1.1/6.2/6.3	Encourage questions 6.9
Motivate 2.6/2.8/3.1.1/3.4/3.10.1/4.1	Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/
State learning objectives 1.1/1.2	2.10.2/2.12.1/2.12.2/2.13/3.1.1/
Provide overview of activities and/or procedures 1.1/1.2/3.7	3.1.2/3.6/3.10.1/3.10.2/4.7
Explain evaluation 2.8/2.5.1/2.5.2/3.2.1/3.2.2	Acknowledge emotional attitudes 3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/
DEVELOPING THE SUBJECT	3.3.2/3.10.1/3.10.2
Identify/define main points 1.1/1.1/3.10.1	Provide supportive correction; recomm; caution 3.2.1/4.1/4.2/4.5/4.7
Explain/support main points 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/	
2.6/2.8/3.10.1/4.1/4.5/4.6	
CONCLUDING THE LESSON	
Recall main points 1.1/1.2/2.3.1/2.3.2	
Recommend courses of action 2.6/2.8/3.10.1/4.1/4.4/4.6/4.7	

Page T.01

DOCUMENTATION: FM 31-21 Special Forces Operations
FM 31-20 Special Forces Operational Techniques

COMMUNICATIVE TASK

COMPONENTS

Role	Instructor

Com Act Teaches

Audience	Group/Individual
1. <i>General public</i>	Group
2. <i>Students</i>	Individual
3. <i>Professionals</i>	Group
4. <i>Researchers</i>	Individual
5. <i>Community leaders</i>	Group
6. <i>Government officials</i>	Individual
7. <i>Media</i>	Group
8. <i>Non-profit organizations</i>	Group
9. <i>Academic institutions</i>	Group
10. <i>Businesses</i>	Group
11. <i>Religious groups</i>	Group
12. <i>Political parties</i>	Group
13. <i>Environmental organizations</i>	Group
14. <i>Healthcare providers</i>	Group
15. <i>Law enforcement</i>	Group
16. <i>Education institutions</i>	Group
17. <i>Government agencies</i>	Group
18. <i>Non-governmental organizations</i>	Group
19. <i>Academic journals</i>	Group
20. <i>Business associations</i>	Group
21. <i>Religious leaders</i>	Individual
22. <i>Political leaders</i>	Individual
23. <i>Environmental activists</i>	Group
24. <i>Healthcare researchers</i>	Individual
25. <i>Law enforcement agencies</i>	Group
26. <i>Education researchers</i>	Individual
27. <i>Government researchers</i>	Individual
28. <i>Non-profit researchers</i>	Individual
29. <i>Academic researchers</i>	Individual
30. <i>Business researchers</i>	Individual
31. <i>Religious researchers</i>	Individual
32. <i>Political researchers</i>	Individual
33. <i>Environmental researchers</i>	Individual
34. <i>Healthcare researchers</i>	Individual
35. <i>Law enforcement researchers</i>	Individual
36. <i>Education researchers</i>	Individual
37. <i>Government researchers</i>	Individual
38. <i>Non-profit researchers</i>	Individual
39. <i>Academic researchers</i>	Individual
40. <i>Business researchers</i>	Individual
41. <i>Religious researchers</i>	Individual
42. <i>Political researchers</i>	Individual
43. <i>Environmental researchers</i>	Individual
44. <i>Healthcare researchers</i>	Individual
45. <i>Law enforcement researchers</i>	Individual
46. <i>Education researchers</i>	Individual
47. <i>Government researchers</i>	Individual
48. <i>Non-profit researchers</i>	Individual
49. <i>Academic researchers</i>	Individual
50. <i>Business researchers</i>	Individual
51. <i>Religious researchers</i>	Individual
52. <i>Political researchers</i>	Individual
53. <i>Environmental researchers</i>	Individual
54. <i>Healthcare researchers</i>	Individual
55. <i>Law enforcement researchers</i>	Individual
56. <i>Education researchers</i>	Individual
57. <i>Government researchers</i>	Individual
58. <i>Non-profit researchers</i>	Individual
59. <i>Academic researchers</i>	Individual
60. <i>Business researchers</i>	Individual
61. <i>Religious researchers</i>	Individual
62. <i>Political researchers</i>	Individual
63. <i>Environmental researchers</i>	Individual
64. <i>Healthcare researchers</i>	Individual
65. <i>Law enforcement researchers</i>	Individual
66. <i>Education researchers</i>	Individual
67. <i>Government researchers</i>	Individual
68. <i>Non-profit researchers</i>	Individual
69. <i>Academic researchers</i>	Individual
70. <i>Business researchers</i>	Individual
71. <i>Religious researchers</i>	Individual
72. <i>Political researchers</i>	Individual
73. <i>Environmental researchers</i>	Individual
74. <i>Healthcare researchers</i>	Individual
75. <i>Law enforcement researchers</i>	Individual
76. <i>Education researchers</i>	Individual
77. <i>Government researchers</i>	Individual
78. <i>Non-profit researchers</i>	Individual
79. <i>Academic researchers</i>	Individual
80. <i>Business researchers</i>	Individual
81. <i>Religious researchers</i>	Individual
82. <i>Political researchers</i>	Individual
83. <i>Environmental researchers</i>	Individual
84. <i>Healthcare researchers</i>	Individual
85. <i>Law enforcement researchers</i>	Individual
86. <i>Education researchers</i>	Individual
87. <i>Government researchers</i>	Individual
88. <i>Non-profit researchers</i>	Individual
89. <i>Academic researchers</i>	Individual
90. <i>Business researchers</i>	Individual
91. <i>Religious researchers</i>	Individual
92. <i>Political researchers</i>	Individual
93. <i>Environmental researchers</i>	Individual
94. <i>Healthcare researchers</i>	Individual
95. <i>Law enforcement researchers</i>	Individual
96. <i>Education researchers</i>	Individual
97. <i>Government researchers</i>	Individual
98. <i>Non-profit researchers</i>	Individual
99. <i>Academic researchers</i>	Individual
100. <i>Business researchers</i>	Individual
101. <i>Religious researchers</i>	Individual
102. <i>Political researchers</i>	Individual
103. <i>Environmental researchers</i>	Individual
104. <i>Healthcare researchers</i>	Individual
105. <i>Law enforcement researchers</i>	Individual
106. <i>Education researchers</i>	Individual
107. <i>Government researchers</i>	Individual
108. <i>Non-profit researchers</i>	Individual
109. <i>Academic researchers</i>	Individual
110. <i>Business researchers</i>	Individual
111. <i>Religious researchers</i>	Individual
112. <i>Political researchers</i>	Individual
113. <i>Environmental researchers</i>	Individual
114. <i>Healthcare researchers</i>	Individual
115. <i>Law enforcement researchers</i>	Individual
116. <i>Education researchers</i>	Individual
117. <i>Government researchers</i>	Individual
118. <i>Non-profit researchers</i>	Individual
119. <i>Academic researchers</i>	Individual
120. <i>Business researchers</i>	Individual
121. <i>Religious researchers</i>	Individual
122. <i>Political researchers</i>	Individual
123. <i>Environmental researchers</i>	Individual
124. <i>Healthcare researchers</i>	Individual
125. <i>Law enforcement researchers</i>	Individual
126. <i>Education researchers</i>	Individual
127. <i>Government researchers</i>	Individual
128. <i>Non-profit researchers</i>	Individual
129. <i>Academic researchers</i>	Individual
130. <i>Business researchers</i>	Individual
131. <i>Religious researchers</i>	Individual
132. <i>Political researchers</i>	Individual
133.	

Topics Communication nets

Training communications

Purpose	training specialists
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STATEMENT

The student in the role of "INSTRUCTOR" "TEACHES" others in the Russian language in a face-to-face situation on a group or individual basis the types of communications nets used by guerrilla forces by describing internal and external communications nets, their functions, and uses for the purpose of training communications specialists.

CONDITIONS

PREPARATION TIME

1 hour

Materials/Equipment

dictionary. technical

terms, FM 31-20

trainees

REGISTER

Speech

techno-jargon

formal	colloquial
--------	------------

Print

technical

Literary

informal

PERFORMANCE TIME

15 min.

Materials/Equipment

chalkboard and chalk,

1-5 persons to act as

trainees

MacroSTANDARDS

DESCRIPTION The student will present an informal lesson on communicative methods. The lesson will be interrupted with a question on each subtopic. The student will answer each question correctly.

LPM INDICES

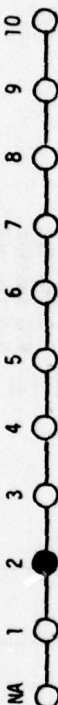
Functions

<u>x</u>	1.0	Fact Info
<u>x</u>	2.0	Intell Att
<u>x</u>	3.0	Emo Att
<u>x</u>	4.0	Suasion
<u>x</u>	5.0	Soc Rit
<u>x</u>	6.0	Man Comm

Vocabulary

	<u>x</u>	military	technical	other
1970-1980	6.0	1.0	1.0	4.0
1980-1990	10.0	1.0	1.0	8.0
1990-2000	10.0	1.0	1.0	8.0
2000-2010	10.0	1.0	1.0	8.0
2010-2020	10.0	1.0	1.0	8.0
2020-2030	10.0	1.0	1.0	8.0
2030-2040	10.0	1.0	1.0	8.0
2040-2050	10.0	1.0	1.0	8.0
2050-2060	10.0	1.0	1.0	8.0
2060-2070	10.0	1.0	1.0	8.0
2070-2080	10.0	1.0	1.0	8.0
2080-2090	10.0	1.0	1.0	8.0
2090-2100	10.0	1.0	1.0	8.0

See T.04



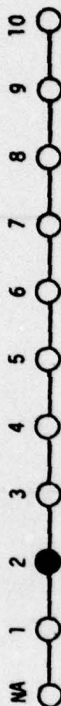
TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p><u>TYPES OF COMMUNICATION NETS</u></p> <p>The student will teach staff members the two types of communication nets. As an advisor, the student will brief the commander on the importance of an internal security net.</p> <p><u>Lateral Net</u></p> <p>The <u>guerrilla communications net</u> is mainly a support net. <u>Direct support</u>. Support personnel work <u>almost all the time</u>. Therefore, the <u>communications officer</u> should have no other <u>duties</u>. He and the commander are responsible for <u>security</u>.</p> <p>The lateral net will be used to <u>coordinate</u> with the other units, obtain <u>supplies</u>, and support all <u>normal activities</u>.</p> <p>The net should be made up of individual groups. Each group should be an <u>isolated unit</u>. There is a definite <u>procedure (line)</u> of communication.</p>	<p>типы сетей связи</p> <p>советник</p> <p>сеть связи по фронту, локтевая связь</p> <p>сеть партизанской связи</p> <p>непосредственная поддержка</p> <p>начальник связи</p> <p>обязанности</p> <p>обеспечение</p> <p>согласовывать действия</p> <p>предметы снабжения</p> <p>нормальные действия</p> <p>жить совершенно изолированно от других отделов</p> <p>приемы</p>	<p>5.1 greet</p> <p>5.5.1 introduce oneself</p> <p>3.7 express intention</p> <p>6.2 sequence communication</p> <p>6.3 refocus/adjust communication</p> <p>1.1 identify state factual</p> <p>1.2 information</p>	<p>The student will gain attention, motivate, and state the objectives of the lesson. (The two types of communication nets.)</p> <p>The student will follow the steps in the Enabling Objectives (see EO C.8.1 - EO C.8.9)</p>

6.1.1 interrupt



TSO No. 05B.SF / C.8.02 / RU
 TSO
 E0

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>This chain of command includes <u>emergency procedures</u>. A communications unit may only contact its <u>authorized</u> unit. This makes it difficult for a compromise of security.</p> <p>The student shows a diagram of a communications net. The diagram points out the order, direction, and authorization for communications activity within the net.</p> <p><u>Security Warning Net</u></p> <p>This communications net is <u>one direction only</u>.</p> <p>The <u>subordinate</u> reports to his <u>superior</u>, who, in turn, <u>reports</u> to his superior.</p> <p>This net is used:</p> <p>to warn of <u>enemy approach</u> for <u>intelligence</u> to move <u>large bodies of troops</u></p> <p>The communications <u>observer</u> observes <u>enemy</u></p>	<p>командные инстанции порядок действия в чрезвычайной обстановке штатный</p> <p>сеть оповещения односторонняя связь подчиненный вышестоящий начальник докладывать</p> <p>предупреждать о подходе противника для разведки передвижение войск наблюдатель</p>	<p>6.1.1 interrupt 1.1 identify 1.2 state factual information</p>	<p>The student must be able to explain all technical terms by providing simple definitions, giving examples and non-examples, and making comparisons.</p>



TASK SCENARIO

The members of the internal net then know that:
the situation is dangerous and they should
leave
a compromise of security has taken place
a particular member of the force is an
enemy agent

KEY TERMS

Vocabulary Items

опасный

срыв обеспечения

член
тайный агент

FUNCTIONS

Major Descriptors

1.1 identify
1.2 state factual
information

6.2 sequence
communication

COMMENTS

Culture/References/Supplements

The student will give a brief summary
comparing a lateral net with an internal.
The student will emphasize similarities
and differences.

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes 1.2 state factual information	2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.8 obligation 2.12.2 ease 2.13 belief/opinion	3.1.1 pleasure/liking 3.1.2 forgetting 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.7 intention 3.9.1 approval 3.9.2 disapproval 3.10.1 importance 3.10.2 unimportance/indifference	4.1 suggests 4.2 requests 4.5 warnings 4.7 corrections		6.1.2 acknowledge interruptions 6.2 sequence communication 6.3 refocus and/or adjust communication 6.9 request questions and/or comments

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input type="checkbox"/>	activity	действие	<input checked="" type="checkbox"/>	enemy activity	действие противника
<input checked="" type="checkbox"/>	advisor	советник	<input checked="" type="checkbox"/>	enemy contact	донесение об обнаружении противника
<input checked="" type="checkbox"/>	authorized	разрешенный		report	
<input type="checkbox"/>	authorized	штатный	<input checked="" type="checkbox"/>	equipment	оборудование
<input checked="" type="checkbox"/>	be an isolated unit	жить совершенно изолированно	<input type="checkbox"/>	expression	выражение
		от других отделов	<input checked="" type="checkbox"/>	guerrilla comm net	сеть партизанской связи
<input checked="" type="checkbox"/>	chain of command	командные инстанции	<input checked="" type="checkbox"/>	intelligence	разведка
<input checked="" type="checkbox"/>	commander	командир	<input checked="" type="checkbox"/>	internal net	внутренняя связь, внутренняя сеть связи
<input checked="" type="checkbox"/>	communications	начальник связи	<input checked="" type="checkbox"/>	lateral net	локтевая связь, локтевая сеть связи
	officer		<input checked="" type="checkbox"/>	location	местоположение
<input checked="" type="checkbox"/>	compromise of	срыв обеспечения	<input type="checkbox"/>	member	член
	security		<input checked="" type="checkbox"/>	normal activities	нормальные действия
<input checked="" type="checkbox"/>	coordinate	согласовывать действия	<input checked="" type="checkbox"/>	observe	наблюдать
<input checked="" type="checkbox"/>	dangerous	опасный	<input checked="" type="checkbox"/>	one direction	односторонняя связь
<input checked="" type="checkbox"/>	direct support	непосредственная поддержка		communication	
<input checked="" type="checkbox"/>	direction	направление	<input type="checkbox"/>	phrase	фраза
<input checked="" type="checkbox"/>	duty	обязанность	<input checked="" type="checkbox"/>	procedure	порядок действия
<input checked="" type="checkbox"/>	emergency pro-	порядок действия в чрезвычайной	<input checked="" type="checkbox"/>	report	докладывать
	cedures	обстановке	<input checked="" type="checkbox"/>	secret agent	тайный агент

[illegible]

M.01

TSO Map

TSO 05B.SF / C.8.02 / RU

RECOMMENDED TRAINING SEQUENCE

NA	1	2	3	4	5	6	7	8	9	10

SEQUENCE TYPE

☒ linear☐ hierarchical☐ solitary

PRIMARY DECISION FACTOR

☒ job criticality☐ dependent relationship☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: E0 Teach C.8/ 1-4

Functions Catalog: Russian

Rolebooks: Instructor

Special Vocabulary: See TSO 05B.SF/C.8.02/RU: T.04

Technical Documents: FM 31-20 Special Forces Operational

Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

INTRODUCING THE SUBJECT	PROVIDE COMMUNICATIVE GUIDANCE
Gain attention 3.7/5.5.1/6.1.1/6.2/6.3	Encourage questions 6.9
Motivate 2.6/2.8/3.1.1/3.4/3.10.1/4.1	Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/
State learning objectives 1.1/1.2	2.10.2/2.12.1/2.12.2/2.13/3.1.1/
Provide overview of activities and/or procedures 1.1/1.2/3.7	3.1.2/3.6/3.10.1/3.10.2/4.7
Explain evaluation 2.8/2.5.1/2.5.2/3.2.1/3.2.2	Acknowledge emotional attitudes 3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/
DEVELOPING THE SUBJECT	3.3.2/3.10.1/3.10.2
Identify/define main points 1.1/1.1/3.10.1	Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7
Explain/support main points 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/	
2.6/2.8/3.10.1/4.1/4.5/4.6	
CONCLUDING THE LESSON	
Recall main points 1.1/1.2/2.3.1/2.3.2	
Recommend courses of action 2.6/2.8/3.10.1/4.1/4.4/4.6/4.7	

TERMINAL SKILL OBJECTIVE

No. 05B.SF / C.8.03/ RU

DOCUMENTATION: FM 31-21 Special Forces Operations
 FM 31-20 Special Forces Operational Techniques
 Task Analysis, 10th SFG, Ft. Devens
 Interview/Survey Data: DLI Work Unit 35114

COMMUNICATIVE TASK

COMPONENTS

Role ☐ Instructor
 Com Act ☐ Teaches
 Audience ☐ Group/Individual
 Topics ☐ Communications factors
 Purpose ☐ Train comm specialists

STATEMENT

The student in the role of "INSTRUCTOR" "TEACHES" others in the Russian language in a face-to-face situation on a group or individual basis the factors and criteria for selecting the appropriate communications methods in an unconventional warfare environment for the purpose of training communications specialists and staff.

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME										
2 hours	10 min.										
Materials/Equipment	Materials/Equipment										
dictionary, technical	chalkboard and chalk,										
terms, FM 31-20	1-5 persons as trainees										
<table border="1"> <thead> <tr> <th colspan="2">REGISTER</th> </tr> </thead> <tbody> <tr> <td>Speech</td> <td>Print</td> </tr> <tr> <td>techno-jargon</td> <td>technical</td> </tr> <tr> <td>formal</td> <td>literary</td> </tr> <tr> <td>x colloquial</td> <td>informal</td> </tr> </tbody> </table>		REGISTER		Speech	Print	techno-jargon	technical	formal	literary	x colloquial	informal
REGISTER											
Speech	Print										
techno-jargon	technical										
formal	literary										
x colloquial	informal										

MacroSTANDARDS

DESCRIPTION The student will present an informal lesson on communication methods. The lesson will be interrupted with a question on each subtopic. The student will answer each question correctly.

Functions	Vocabulary
x 1.0 Fact Info	military
x 2.0 Intell Att	x technical
x 3.0 Emo Att	other
x 4.0 Suasion	
5.0 Soc Rit	
6.0 Man Comm	See T.04

LPM INDICES

TASK SCENARIO

Identification of appropriate communications methods:

The Critical Factors

The student will explain the factors in identifying the appropriate communications methods according to the following outline or equivalent:

ENEMY COUNTERMEASURES (COMMUNICATION)Electronic Countermeasures (ECM)

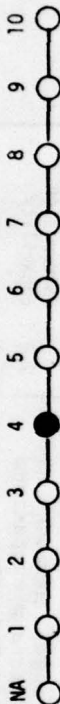
The enemy can jam, monitor, or locate guerrilla units when electronic means of communication are used. This means no radio or telephonic communications.

Enemy has radio direction finders, jamming equipment, and the ability to monitor both radio and telephone communications.

The enemy has air reconnaissance. They can see antennae, personnel movement, and equipment.

Enemy agents always try to become part of the

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors		COMMENTS Culture/References/Supplements
определение соответствующих систем связи	5.1 greet 5.5.1 introduce oneself		The student will gain attention, motivate, and state the objective of the lesson.
угрожающие факторы	1.1 identify 1.2 state factual information		
радиоразведка	2.5.1 capability		The student will develop main points of Enemy Countermeasures.
радиопротиводействие			
создавать активные помехи следить за работой сети обнаруживать партизанские группы радиосвязь или телефонная связь			*The student must be able to define all technical terms by providing simple definitions, giving examples, and non-examples, and making comparisons.
радиопеленгаторы средства для активных помех	1.1 identify 1.2 state factual information 2.5.1 capability		
воздушная разведка	1.1 identify 1.2 state factual information 2.5.1 capability		
антенна, движение личного состава и снаряжение тайный агент			



TASK SCENARIO

 KEY TERMS
 Vocabulary Items

 FUNCTIONS
 Major Descriptors

COMMENTS

Culture/References/Supplements

communications network.

Patrols can locate communication centers. They can destroy them or observe in secret.

The enemy has many intelligence analysts.

Existing Facilities

The student will report on existing facilities by discussing such factors as the following:

trained personnel

local terrain features

electronic communications equipment

radio
ground return circuits
field phones

other communications equipment

signal flags
flashlights
signal lamps
messengers
whistles
horns

сеть связи

патруль, разведывательная группа
уничтожить
наблюдать скрыто

специалист по анализу данных разведки

существующие средства

2.5.1 capability

1.1 identify

1.1 identify
1.2 state factual information

The student will develop the main points of existing facilities. This means that a previous inspection of facilities has been made. A realistic write-up of existing facilities should be given the student prior to lesson preparation.

электрические средства

радио
однопроводная линия
полевой телефон

сигнальный флажок
фонарик
сигнальная лампа
посыльный
свистулька
рожок

The student will recommend changes or modifications in existing facilities.

4.1 suggest
4.5 warn

TSO
EO

TASK SCENARIO

KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
<p>обеспечение техническими средствами связи</p> <p>электронная связь</p> <p>снабжение поддержка</p> <p>штаб</p>	<p>1.2 state factual information</p>	<p>The student will point out that SF will provide signal support.</p>
<p>степень подготовки</p> <p>личный состав</p>	<p>1.1 identify</p> <p>1.2 state facts</p> <p>2.5.1 capability</p> <p>2.6 need</p> <p>2.13 belief/opinion</p> <p>4.1 suggest</p>	<p>The student will report on the state of training. (A realistic write-up of the state of training that is compatible with the write-up on existing facilities is also required.) The student will provide a plan for insuring training and mission readiness.</p>
<p>знание способов связи и приёмов</p> <p>сноровка в азбуке Морзе, семафоре и других кодах</p> <p>готовность расотать связью по собственному побуждению</p> <p>знание сетей связи</p>		
<p>меры обеспечения против действия противника, меры предосторожности приёмы</p>		

Signal Support

Special Forces will provide all electronic communications. We shall obtain supplies and support from higher headquarters.

State of Training

Personnel have all, some, or none of the following:

- knowledge of communication techniques and procedures
- skill with Morse code, semaphore and code
- motivation for communications work
- knowledge of communications networks
- knowledge of security measures, precautions, and procedures

XII-38

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes 1.2 state factual information	2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.8 obligation 2.12.2 ease 2.13 belief/opinion	3.1.1 pleasure/liking 3.1.2 forgetting 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.7 intention 3.9.1 approval 3.9.2 disapproval 3.10.1 importance 3.10.2 unimportance/indifference	4.1 suggests 4.2 requests 4.5 warnings 4.7 corrections		6.1.2 acknowledge interruptions 6.2 sequence communication 6.3 refocus and/or adjust communication 6.9 request questions and/or comments

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
<input type="checkbox"/>	air reconnaissance	воздушная разведка	<input checked="" type="checkbox"/>	electronic counter-measures	радиопротиводействие
<input checked="" type="checkbox"/>	antenna	антенна		equipment	снаряжение
<input type="checkbox"/>	appropriate	соответствующий	<input checked="" type="checkbox"/>	existing facilities	существующие средства
<input checked="" type="checkbox"/>	code	код	<input type="checkbox"/>	field phone	полевой телефон
<input checked="" type="checkbox"/>	communication	сеть связи	<input checked="" type="checkbox"/>	flashlight	фонарик
	network		<input type="checkbox"/>	ground-return circuit	однопроводная линия
<input checked="" type="checkbox"/>	communication	способы связи		cuit	
	techniques			guerrilla unit	партизанская группа
<input checked="" type="checkbox"/>	communication	система связи	<input checked="" type="checkbox"/>	headquarters	штаб
	methods			horn	рожок
<input checked="" type="checkbox"/>	communications	система связи	<input type="checkbox"/>	identification	опознавание
	system		<input checked="" type="checkbox"/>	intelligence	специалист по анализу данных
<input type="checkbox"/>	countermeasures	радиоразведка, радиопротиводействие		analyst	разведки
<input checked="" type="checkbox"/>	critical factor	угрожающий фактор		jam	создавать активные помехи, заглушать
<input type="checkbox"/>	destroy	уничтожать	<input checked="" type="checkbox"/>	jamming equipment	средства для радиопомех
<input checked="" type="checkbox"/>	electronic communications	электронная связь	<input type="checkbox"/>	knowledge	знание
	cations		<input type="checkbox"/>	locate	обнаруживать
<input checked="" type="checkbox"/>	electronic communications	средства электронной связи	<input checked="" type="checkbox"/>	messenger	посыльный
	cations equipment		<input checked="" type="checkbox"/>		

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language: RUSSIAN
/x/	monitor	следить за работой сети	/x/	skill	сноровка
/x/	Morse code	азбука Морзе	/x/	signal flag	сигнальный флажок
/	motivation	собственное побуждение	/x/	signal lamp	сигнальная лампа
/x/	movement	движение	/x/	signal support	обеспечение техническими средствами связи
/x/	observe in secret	наблюдать в тайне скрыто	/x/	State of Training	степень подготовки
/x/	patrol	дозор	/x/	supplies	снабжение
/x/	patrol	патруль	/x/	support	поддержка
/x/	personnel	личный состав	/x/	telephonic communi-	телефонная связь
/x/	precautionary	меры предосторожности		cations	
	measures		/	whistle	свистулька
/x/	procedures	приёмы	/		
/x/	radio	радио	/		
/x/	radio communica-	радиосвязь	/		
	tions		/		
/x/	radio direction	радиопеленгатор	/		
	finder		/		
/x/	secret agent	тайный агент	/		
/x/	security measures	меры обеспечения	/		
/x/	semaphore	семафор	/		

TSO Map

TSO 05B SF / C.8.03 / RU

RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 4 5 6 7 8 9 10

SEQUENCE TYPE

☒ linear

☐ hierarchical

☐ solitary

PRIMARY DECISION FACTOR

☒ job criticality

☐ dependent relationship

☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Teach C.8 / 1-4

Functions Catalog: Russian

Rolebooks: Instructor

Special Vocabulary: See TSO 05B.SF/C.8.03/RU: T.04

Technical Documents: FM 31-20 Special Forces Operational

Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

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ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

INTRODUCING THE SUBJECT	PROVIDE COMMUNICATIVE GUIDANCE
Gain attention 3.7/5.5.1/6.1.1/6.2/6.3	Encourage questions 6.9
Motivate 2.6/2.8/3.1.1/3.4/3.10.1/4.1	Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/
State learning objectives 1.1/1.2	2.10.2/2.12.1/2.12.2/2.13/3.1.1/
Provide overview of activities and/or procedures 1.1/1.2/3.7	3.1.2/3.6/3.10.1/3.10.2/4.7
Explain evaluation 2.8/2.5.1/2.5.2/3.2.1/3.2.2	Acknowledge emotional attitudes 3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/
	3.3.2/3.10.1/3.10.2
	Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7
DEVELOPING THE SUBJECT	
Identify/define main points 1.1/1.1/3.10.1	
Explain/support main points 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/	
2.6/2.8/3.10.1/4.1/4.5/4.6	
CONCLUDING THE LESSON	
Recall main points 1.1/1.2/2.3.1/2.3.2	
Recommend courses of action 2.6/2.8/3.10.1/4.1/4.4/4.6/4.7	

RUSSIAN

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES		COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity	"BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION	
STATING THE PROBLEM (NEED OR REASON)				
A. <u>Gain attention</u>				
The student will use the language to gain the listeners' attention by using functions:				
5.1	greet	5.1: 1/2	If the briefing is classified, a routine statement should be written for the student to memorize. The student must have control of such phrases as: "May I have your attention, please." "If everyone is ready, let's be seated." The student will use the appropriate Rolebook to employ phrases that establishes his/her intended style or register.	
5.5.1	introduce (oneself)	5.5.1: 1/3		
3.7	express intention	3.7: 2-6/8		
6.1.1	interrupt	6.1.1: 1/4/6		
6.2	sequence communication	6.2: 1-3/5/6		
6.3	refocus or adjust communication	6.3: 2/4/7/8		
b. <u>Clarify/state the problem/purpose</u>				
The student will be able to state any problem by using functions:				
1.1	identify objects, persons, processes	1.1: 1-16	The student must have a facility with such phrases as: "The problem is as follows...." "This is the problem before us." The capability to gain attention and state problems or objectives is used in some form in a variety of SPEAKING and SPEAKING/LISTENING skill activities. It should be thoroughly mastered.	
1.2	state factual information	1.2: 1/2		
2.1.1	agreement	2.1.1: 1-16		
2.1.2	disagreement	2.1.2: 1-6/8/11		
2.6	need	2.6: 1-4/7		

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ENABLING OBJECTIVE S.3-1 STATING THE PROBLEM (NEED OR REASON)

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SKILL DEVELOPMENT**LINGUISTIC KNOWLEDGES** COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.7.1 certainty	2.7.1: 1-8	
2.7.2 uncertainty	2.7.2: 1-5	
2.11 awareness	2.11: 2	
2.8 obligation	2.8: 2-5/7/9-11	
3.10.1 importance	3.10.1: 1-7	

SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES		COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity	"BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION	
INTRODUCING KEY TERMS				
A. <u>Define required terms</u>				
The student will define the required terms using functions:				
1.1	identify object, persons, processes	1-16	This is a most critical set of communicative acts with respect to description and explanation. The process of transmitting factual information, a factual message, from speaker to listener involving new information conceptually is a necessary learning step in job-oriented communication. This may be best approached by helping the student develop a skill for presenting and teaching concepts.	
1.2	state factual information	1-2		
2.6	need	1-4/7		
B. <u>Provide special definitions</u>				
The student will provide special definitions for terms, labels, concepts by stating verbal definitions, giving examples, giving non-examples, providing comparisons and contrasts, and identifying characteristics of the concept. The student will use functions:				
1.1	identify objects, persons, processes	1-16	The student must learn to define terms and concepts by: *identifying relevant characteristics of the concept *describe the functions or relations with respect to the concept *provide a verbal definition *give examples of the concept *give non-examples of the concept *provide comparisons and contrasts The student must have a facility with: *if, then constructions *comparative degree constructions using <u>like</u> , <u>similar</u> , <u>opposite of</u> , <u>as</u> , etc.	
1.2	state factual information	1-2		

SKILL DEVELOPMENT

LINGUISTIC KNOWLEDGES

COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
REPORTING FINDINGS AND/OR BACKGROUND INFORMATION		
A. <u>Order events chronologically</u>		
The student will order events according to time by using functions:		The student will identify the order as time-based. S/he must have a capability of employing statements of time such as the following:
6.2 sequence communication	6.2: 1/2/3/5/6	"On July, 4th, 1976..."
1.1 identify objects, persons, processes	1.1: 1-16	"On Monday"
1.2 state factual information	1.2: 1/2	"At nine o'clock on Tuesday"
		"After that"
		"The next thing that happened"
		"The next day"
		"Next week"
		"Last year"
		"Two days from now"
B. <u>Order events according to significance</u>		
The student will order information according to importance or significance using the following functions:		The student will identify the ordering as significance-based. For example, "We shall take up four points in order of their impact on this project."
6.2 sequence communication	6.2: 1/2/3/5/6	The student must learn to develop significance-based orderings in a variety of ways. Orderings can be according to impact, cause and effect, hierarchical, etc.
1.1 identify objects, persons, processes	1.1: 1-16	*If the briefing is a decision briefing, the student will employ EO's S.3.4 and 3.3-5.
1.2 state factual information	1.2: 1/2	
2.6 need	2.6: 1-4/7	
2.8 obligation	2.8: 2-5/7/9-11	

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ENABLING OBJECTIVE S.3-3 REPORTING FINDINGS AND/OR BACKGROUND INFORMATION**SKILL DEVELOPMENT****LINGUISTIC KNOWLEDGES COMMUNICATIVE PRACTICE**

MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance	3.10.1: 1-7	
3.10.2 unimportance	3.10.2: 1/4-6/8	
2.13 belief/opinion	2.13: 1-12	

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ENABLING OBJECTIVE S.3-4 LISTING ALTERNATIVE SOLUTIONS**SKILL DEVELOPMENT****LINGUISTIC KNOWLEDGES****COMMUNICATIVE PRACTICE**

MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
LISTING ALTERNATIVE SOLUTIONS A. Report optimal alternative The student will report that alternative that s/he intends to recommend first. The student will use the following functions: 1.1 identify objects, persons, processes 1.2 state factual information 2.5.1 capability 2.6 need 3.2.1 satisfaction 3.6 preference 3.9.1 approval B. Report other alternatives The student will report each alternative including capabilities and incapacibilities. The student will use functions: 1.1 identify objects, persons, processes 1.2 state factual information 2.5.1 capability	1.1: 1-16 1.2: 1/2 2.5.1: 1-4/6-8/10-12 2.6: 1-4/7 3.2.1: 5-9/11-13 3.6: 1-5/8 3.9.1: 1-5 1.1: 1-16 1.2: 1/2 2.5.1: 1-4/6-8/10-12	Briefings do not save the best for last. The optimal solution is given first. The student will also tell how many alternatives s/he has identified. For example, "I have identified four possible alternatives. First," When giving alternatives always lay out the pros and cons for each alternative.

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ENABLING OBJECTIVE S.3-4 LISTING ALTERNATIVE SOLUTIONS

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SKILL DEVELOPMENT**LINGUISTIC KNOWLEDGES COMMUNICATIVE PRACTICE**

MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.5.2 incapability	2.5.2: 1-6	
3.2.1 satisfaction	3.2.1: 5-9/11-13	
3.2.2 dissatisfaction	3.2.2: 1/2/4-8	
3.9.1 approval	3.9.1: 1-5	
3.9.2 disapproval	3.9.2: 1-4	

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ENABLING OBJECTIVE S.3-5 RECOMMENDING REQUIRED ACTIONS

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SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity	"BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
RECOMMENDING REQUIRED ACTIONS			
The student will recommend required actions, decisions, input. The student will use functions:			
4.1 suggests		4.1: 2/4-7/10	The student may also use 3.10.1 <u>importance</u> occasionally. There may be times when the briefer is directly requesting permission to carry out the recommendations personally. This can be expressed using function 2.9.1 request for permission.
4.4 advise		4.4: 3-13	
4.5 warn		4.5: 2-10	
2.4.1 possibility		2.4.1: 1-13	
2.4.2 impossibility		2.4.2: 1-10	
2.5.1 capability		2.5.1: 1-4/6-8/10-12	
2.5.2 incapability		2.5.2: 1-6	
2.12.1 difficulty		2.12.1: 1-3/6-10/12/14	
2.12.2 ease		2.12.2: 1-8	
2.13 belief/opinion		2.13: 1-12	
3.2.1 satisfaction		3.2.1: 5-9/11-13	
3.2.2 dissatisfaction		3.2.2: 1/2/4-8	
3.11 anticipation		3.11: 2-5	
4.7 correction		4.7: 1-10	

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
<p>PROVIDING COMMUNICATIVE GUIDANCE</p> <p>A. <u>Encourage questions</u></p> <p>The student will encourage questions during, after, or during and after the presentation. S/he will use:</p> <p>6.9 request questions and/or comments</p>	<p>6.9: 1-4</p>	<p>This EO is common to "BRIEFS", "DEMONSTRATES", and "TEACHES". Consequently, mastery of providing communicative guidance is a critical EO in general.</p>
<p>B. <u>Answer questions</u></p> <p>The student will answer factual questions using functions:</p> <p>1.1 identify objects, persons, processes</p> <p>1.2 state factual information</p> <p>The student will answer questions requiring the expression of <u>thoughts or opinions</u> by using:</p> <p>2.4.1 possibility</p> <p>2.4.2 impossibility</p> <p>2.5.1 capability</p> <p>2.5.2 incapability</p> <p>2.7.1 certainty</p> <p>2.7.2 uncertainty</p> <p>2.12.1 difficulty</p>	<p>1.1: 1-16</p> <p>1.2: 1/2</p> <p>2.4.1: 1-13</p> <p>2.4.2: 1-10</p> <p>2.5.1: 1-4/6-8/10-12</p> <p>2.5.2: 1-6</p> <p>2.7.1: 1-8</p> <p>2.7.2: 1-5</p> <p>2.12.1: 1-3/6-10/12/14</p>	<p>A number of "human skills" are at play in providing guidance. For special use of style or mood, the student should develop some of his language from the appropriate Rolebook.</p> <p>Answering factual questions may require some or all of the strategies employed in S.3-2 INTRODUCING KEY TERMS.</p> <p>In thought and opinion questions, introductory phrases should be learned such as:</p> <p>"It is possible that..."</p> <p>"We found it can be done for the following reasons."</p> <p>"That's a good question."</p>

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ENABLING OBJECTIVE S.3-6 PROVIDING COMMUNICATIVE GUIDANCE

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SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity	"BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.12.2 ease		2.12.2: 1-8	
2.13 belief/opinion		2.13: 1-12	
3.5 surprise		3.5: 2-11	
3.9.1 approval		3.9.1: 1-5	
3.10.1 importance		3.10.1: 1-7	
3.10.2 unimportance/indifference		3.10.2: 1/4-6/8	
C. Monitor presentation			"Thank you for your attention." "Your input on this matter is sincerely appreciated."
6.4 control speed		6.4: 1-7	
6.5 control volume		6.5: 1-10	
6.7 inquire about intelligibility		6.7: 1/2/5-7/11/12	
D. Close			
5.10 gratitude		5.10: 1-6	
E. Acknowledge emotional attitudes			
The student will acknowledge emotional attitudes on the part of questioners using functions:			This part, dealing with emotional attitudes, is especially tricky. It requires much practice, cultural knowledge, and knowledge of the audience.
3.1.1 pleasure/liking		3.1.1: 3-7	
3.1.2 displeasure/disliking		3.1.2: 1/5-8/11	

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ENABLING OBJECTIVE S. 3-6 PROVIDING COMMUNICATIVE GUIDANCE

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.3.1 fear	3.3.1: 1-6	
3.3.2 worry	3.3.2: 1-7	
3.10.1 importance	3.10.1: 1-7	
3.10.2 unimportance/indifference	3.10.2: 1/4-6/8	
F. <u>Provide supportive correction; recommend; caution</u>		
The student will employ supportive (non-abrasive) correction, give recommendations, and provide cautions and warnings (generally about safety or procedures) using functions:		This is also an area where human skills play a large part.
2.10.1 denial	2.10.1: 4/5	
2.10.2 affirmation/confirmation	2.10.2: 1/4-7	
3.2.1 satisfaction	3.2.1: 5-9/11-13	
4.1 suggests	4.1: 2/4-7/10	
4.2 requests	4.2: 2/3/5/6/8/10-12/14/15	
4.4 advice	4.4: 3-13	
4.5 warnings	4.5: 2-10	
4.7 corrections	4.7: 1-10	

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ENABLING OBJECTIVE C.8-1 INTRODUCING THE SUBJECT

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SKILL DEVELOPMENT

MacroSTANDARDS Communicative Activity "TEACHES"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
INTRODUCING THE SUBJECT A. Gain attention The student will gain attention using the following functions: 5.5.1 introduce oneself 6.1.1 interruption 3.7 express intention 6.2 sequence communication 6.3 refocus or adjust communication		Open with a salutation, greeting, and introduction. The student should use the appropriate Rolebook as a Job Performance Aid in order to effect the proper style and register through a variety of specific role statements. The student must have command of a number of stock phrases such as: "May I have your attention, please." "If everyone is ready, let's get started." The student will employ with automatic fluency such instructional introductions as:
B. Motivate The student will motivate the audience by pointing out how the learning will be relevant to their needs, meaningful to their job tasks, or in some other manner proven effective for the target audience. The student will use functions:	5.5.1: 1/3 6.1.1: 1/4/6 3.7: 2-6/8 6.2: 1-3/5/6 6.3: 2/4/7/8	"The objectives for this session are as follows." "There are three objectives for this lesson." "At the end of this session, you should be able to do three things." "Given _____, you should be able to _____." The student must be able to verbally state learning objectives in action hands-on terms in the target language.
2.6 need 2.8 obligation 3.1.1 liking 3.4 hope 4.1 suggest	2.6: 1-4/7 2.8: 2-5/7/9-11 3.1.1: 1-6 3.4: 1/3 4.1: 2/4-7/10	

ENABLING OBJECTIVE C, R-1 INTRODUCING THE SUBJECT**SKILL DEVELOPMENT****LINGUISTIC KNOWLEDGES** COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance	3.10.1 1-7	
C. <u>State learning objectives</u> The student will state learning objectives in behavioral (what the learner will do) terms. S/he will use the following functions:		
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual information	1.2: 1/2	
D. <u>Provide overview of activities and/or procedures</u> The student will describe in order the events that will take place during the presentation or group activities. S/he will use functions:		This overview works as an "advanced organizer" for the steps and activities to be performed by the learner.
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual information	1.2: 1/2	
3.7 intention	3.7: 3-5	
4.1 suggest	4.1: 2/4-7/10	
6.2 sequence communication	6.2: 1/2/3/5/6	
E. <u>Explain evaluation</u> The student will describe the reason for evaluation. The process of finding out, if the objectives can or cannot be performed by the audience (learners). It is explained as an obligation on the part of the presenter and the learner. S/he will use functions:		The evaluation should be presented as everyone's responsibility. The evaluation should be viewed as non-threatening.

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ENABLING OBJECTIVE C.8-2 DEVELOPING THE SUBJECT

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SKILL DEVELOPMENT**LINGUISTIC KNOWLEDGES COMMUNICATIVE PRACTICE**

MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.8 obligation	2.8 2-7	
2.5.1 capability	2.5.1: 1-4/6-8/10-12	
2.5.2 incapability	2.5.2: 1-6	
3.2.1 satisfaction	3.2.1: 5-9/11-13	
3.2.2 dissatisfaction	3.2.2: 1/2/4-8	

ENABLING OBJECTIVE C.8-2 DEVELOPING THE SUBJECT

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SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity	"TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
DEVELOPING THE SUBJECT			
A. <u>Identify/define main points</u>			
The student will identify main points, define them, and give examples and non-examples. S/he will use functions:			
1.1	Identify objects, persons, processes	1.1: 1-16	EO S.3-2 INTRODUCING KEY TERMS is a supporting objective for this activity.
1.2	state factual information	1.2: 1/2	
3.10.1	Importance	3.10.1: 1-7	
B. <u>Explain and support main points</u>			
The student will explain and support main points with statistics, quotes, analogies, and facts. The student will use functions:			This step requires much preparation. A checklist should be used to insure: .adequate support for the objectives or main points .meaningful activities on the part of the learner .explanations adequate for student understanding .clear-cut and logical organization
1.1	Identify objects, persons, processes	1.1: 1-16	
1.2	state factual information	1.2: 1/2	
2.4.1	possibility	2.4.1: 1-13	
2.4.2	impossibility	2.4.2: 1-10	
2.5.1	capability	2.5.1: 1-4	
2.5.2	incapability	2.5.2: 1-6	
2.6	need	2.6: 1-4/7	
2.8	obligation	2.8: 2-7	

ENABLING OBJECTIVE C.8.1 INTRODUCING THE SUBJECT

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SKILL DEVELOPMENT

LINGUISTIC KNOWLEDGES

COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance	3.10.1: 1-7	
4.1 suggestions	4.1: 2/4-7/10	
4.5 warnings	4.5: 2-10	
4.6 directions/instructions/commands	4.6: 1-5	

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SKILL DEVELOPMENT

LINGUISTIC KNOWLEDGES

COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
CONCLUDING THE LESSON		
A. <u>Recall main points</u> The student will review basic content and essential actions. S/he will use functions:		
1.1 identify objects, persons, processes	1.1: 1-16	The main points are recalled and summarized. Learner completes his/her notes.
1.2 state factual information	1.2: 1/2	
2.3.1 remembering	2.3.1: 1-11	
2.3.2 forgetting	2.3.2: 1-6/9/10	
B. <u>Recommend courses of action</u> The student will recommend courses of action to be taken based on the content of the lesson. S/he will remotive the learners. S/he will use functions:		The learner must fully realize the practical value of the lesson. This must become a personal value, on which s/he will base future actions.
2.6 need	2.6: 1-4/7	
2.8 obligation	2.8: 2-5/7/9-11	
3.10.1 importance	3.10.1: 1-7	
4.1 suggestions	4.1: 2/4-7/10	
4.7 correction	4.7: 2-6/9/10	
4.6 directions/instructions/commands	4.6: 1-5	
4.4 advice	4.4: 3-13	

ENABLING OBJECTIVE C.8-4 PROVIDING COMMUNICATIVE GUIDANCE

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SKILL DEVELOPMENT

LINGUISTIC KNOWLEDGES

COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
PROVIDING COMMUNICATIVE GUIDANCE		
A. Encourage questions The student will encourage questions during, after, or during and after the presentation. S/he will use:		This EO is common to "BRIEFS", "DEMONSTRATES", and "TEACHES". Consequently, mastery of providing communicative guidance is a critical EO in general.
6.9 request questions and/or comments	6.9: 1-4	A number of "human skills" are at play in providing guidance. For special use of style or mood, the student should develop some of his language from the appropriate Rolebook.
B. Answer questions The student will answer factual questions using functions:		Answering factual questions may require some or all of the strategies employed in S.3-2 INTRODUCING KEY TERMS.
1.1 identify objects, persons, processes	1.1: 1-16	In thought and opinion questions, introductory phrases should be learned such as:
1.2 state factual questions	1.2: 1/2	"It is possible that..."
2.10.2 affirmation/confirmation	2.10.2: 1/4-7	"We found it can be done for the following reasons."
4.7 corrections	4.7: 1-10	
The student will answer questions requiring the expression of <u>thoughts or opinions</u> by using:		
2.4.1 possibility	2.4.1: 1-13	
2.4.2 impossibility	2.4.2: 1-10	
2.5.1 capability	2.5.1: 1-4/6-8/10-12	
2.5.2 incapability	2.5.2: 1-6	
2.12.1 difficulty	2.12.1: 1-3/6-10/12/14	

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ENABLING OBJECTIVE C.8-4 PROVIDING COMMUNICATIVE GUIDANCE

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SKILL DEVELOPMENT		LINGUISTIC KNOWLEDGES		COMMUNICATIVE PRACTICE	
MacroSTANDARDS Communicative Activity "TEACHES"		MicroSTANDARDS (Functional Elements)		COMMENTS AND ADDITIONAL INFORMATION	
2.12.2 ease		2.12.2: 1-8			
2.13 belief/opinion		2.13: 1-12			
3.10.1 importance		3.10.1: 1-7			
3.10.2 unimportance/indifference		3.10.2: 1/4-6/8			
3.1.1 pleasure/liking		3.1.1: 3-7			
3.1.2 displeasure/dislike		3.1.2: 1/5-8/11			
3.6 preference		3.6: 1-5/8			
4.7 corrections		4.7: 1-10			
C. <u>Acknowledge emotional attitudes</u>					
The student will acknowledge emotional attitudes on the part of questioners using functions:					
3.1.1 pleasure/liking		3.1.1: 3-7			
3.1.2 displeasure/dislike		3.1.2: 1/5-8/11			
3.3.1 fear		3.3.1: 1-6			
3.3.2 worry		3.3.2: 1-7			
3.5 surprise		3.5: 2-11			
3.2.1 satisfaction		3.2.1: 5-9/11-13			
3.2.2 dissatisfaction		3.2.2: 1/2/4-8			

This part, dealing with emotional attitudes, is especially tricky. It requires much practice, cultural knowledge, and knowledge of the audience.

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ENABLING OBJECTIVE C.8-4 PROVIDING COMMUNICATIVE GUIDANCE

SKILL DEVELOPMENT	MACROSTANDARDS Communicative Activity "TEACHES"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
	3.10.1 importance	3.10.1: 1-7	
	3.10.2 unimportance/indifference	3.10.2: 1/4/5/6/8	
	D. <u>Provide supportive correction; recommend; caution</u> The student will employ supportive (non-abrasive) correction, give recommendations, and provide cautions and warnings (generally about safety or procedures) using functions:		This is also an area where human skills play a large part.
	3.2.1 satisfaction	3.2.1: 5-9/11-13	
	4.1 suggests	4.1: 2/4-7/10	
	4.2 requests	4.2: 2/3/5/6/8/10-12/14/15	
	4.5 warnings	4.5: 2-10	
	4.7 corrections	4.7: 1-10	